



ABHIS



JUNE ISSUE
1945

★ ★ ★ ★ ★

*Success
to the
Class of 1945!*

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THE ABHIS

VOL. XXIII

JUNE, 1945

No. 3

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ABHIS STAFF

Editor-in-Chief, John Donnelly; Literary Editor, Mary Block; Business Manager, Kathleen Cull; Art Editor, Joyce Arnold; Sports, Richard Morey; Faculty Advisers, Miss Chadbourne, Miss Curtin, Miss Gervais.



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In Memoriam



FRANKLIN DELANO ROOSEVELT

January 30, 1882 — April 12, 1945

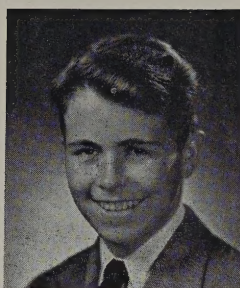
"We exult in the thought that it is the young, free men and women of the United Nations who will mold the shape of the new world."

CLASS OF 1945

JOHN DONNELLY "Sport"
 "Great men are they who see that spiritual is stronger than any material force; that thoughts rule the world."
 Class President 4; ABHIS 2, 3, 4, Editor 4; Football 2, 3, 4; Basketball 2, 3; Class Play 4; Science Club 4.



JAMES T. GRIFFIN "Jimmie"
 "Truth is the highest thing a man may keep."
 Class Vice-President 4; Student Council 4, President 4; Football 1, 2, 3, 4, Co-captain 4; Class Play 4.



NINA CRAIG THOMAS
 "Blushing is the colour of virtue."
 Class Secretary 3, 4; Student Council 3, 4; ABHIS 4; G. A. A. 3; Glee Club 1, 2, 3, 4; Class Play Stage Manager 4.



JANE LOUISE CRONIN "Cro"
 "The hand that hath made you fair hath made you good."
 Class Treasurer 4; Dramatic Club 3, 4; Class Play Business Manager 4; ABHIS 4; G. A. A. 1, 2, 3; Current Events Club 4.

BETTY BALL "Bet"
 "A loving heart is the beginning of all knowledge."
 Math Club Secretary 4; Dramatic Club 4; Typing Club 4; Glee Club 1, 2; G. A. A. 1, 2, 3, 4.



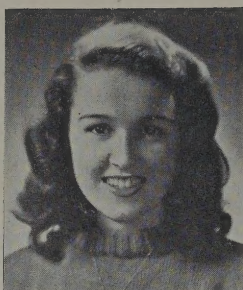
MARY BLOCK
 "The mirror of all courtesy."
 Student Council 1, 2; G. A. A. 1, 2, 3, 4; Science Club 1, 2; Dramatic Club 3, 4; ABHIS 2, 3, 4, Literary Editor 4; Class Play 4.



THE ABHIS



DOROTHY BROWN "Dot"
 "Well-timed silence hath more eloquence than speech."
 Science Club 1, 2; Glee Club 1, 2, 3;
 As I Like It Club 1, 2; Stenography Club 4; Dramatic Club 1, 2, 3, 4.

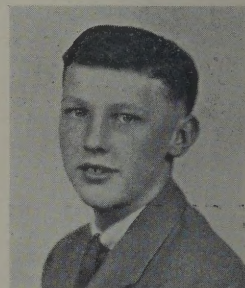


JEAN CLAIRE BROWN "Beans"
 "As merry as the day is long."
 Science Club 1; Current Events Club 4; G. A. A. 1, 2, 3, 4; Glee Club 3.

KATHLEEN M. BROWN "Katy"
 "Nature admits no lie."
 Science Club Vice-President 4; Cheerleader 4; G. A. A. 1, 2, 3, 4; Glee Club 1, 2, 3, 4.



WILLIAM R. CAULFIELD "Rolo"
 "I speak in a monstrous little voice."
 Science Club 1; Glee Club 1, 3, 4;
 Basketball Manager 3, 4; Class Play 4.



CAROLYN CHRISTIANSON "Cal"
 "A daughter of the gods, divinely tall."
 Glee Club 1; Science Club 1; Dramatic Club 3, 4; G. A. A. 1, 2, 3.



VIRGINIA G. CHUILLI "Ginny"
 "Life is not life at all without delight."
 Glee Club 1, 2, 3, 4; G. A. A. 3, 4;
 Health Club 4.



KATHLEEN CULL "Katie"
 "The power of thought—the magic of the mind."
 ABHIS 3, 4; G. A. A. 1, 2, 3; Student Council 2, 3, 4; Secretary 3; Glee Club 1; Stenography Club 4; Girls' Governing Council 2.

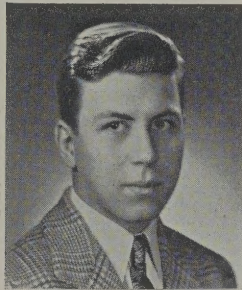
DORIS DEAN "Do"
 "Sweeter also than the honey and the honeycomb."
 Glee Club, 2, 3; Science Club 2; Home Room Secretary 2; G. A. A. 2, 3, 4, Vice-President 3, Treasurer 4.



MARY LOUISE DEWITT "Lou"
 "With a smile that was childlike and bland."
 Dramatic Club 3, 4; Science Club 1, 2, 3; Glee Club 1, 2, 3; Stenography Club 4; G. A. A. 1, 2, 3, 4.



MADELINE G. DOHERTY "Mad"
 "Your heart's desires be with you."
 Science Club 1, 2; G. A. A. 1, 2, 3, 4; Glee Club 1; Dramatic Club 4.



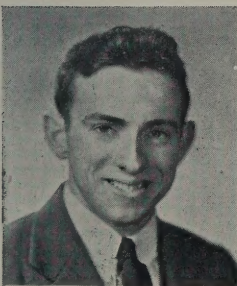
ARLENE FAFARD
 "The birch, most shy and ladylike of trees."
 Science Club 1; Glee Club 1, 2, 3; G. A. A. 3, 4; Stenography Club 4; Gym Exhibition 1, 3.

ALFRED FREVOLD "Al"
 "Men of few words are the best men."
 Glee Club 2, 3, 4; Class Play 4.

EVELYN V. GERVAIS "Ev"
 "Born with a gift of laughter."
 G. A. A. 1, 2, 3, 4; Dramatic Club, 4; Science Club 1, 2, 4; Glee Club 1, 2.



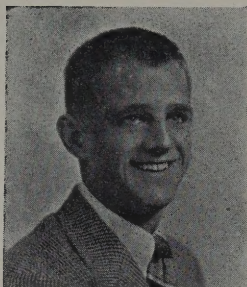
VICTOR GLINIEWICZ "Vic"
 "I will sit down now, but the time will come when you will hear from me."
 Track 1; Basketball 1, 2, 3, 4; Football 2, 3, 4; Class Play 4; Current Events Club 4; Glee Club 1, 2, 4.



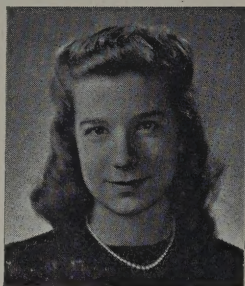
VINCENT WARD GRIFFIN "Vin"
 "Better late than never."
 Football 3, 4; Hi-Y 3, 4; Glee Club 1, 2.

RUTH EVELYN HALL "Trudy"
 "The secret of success is constancy of purpose."
 Student Council Treasurer 4; Class Play 4; G. A. A. 1, 2, 3, 4, Treasurer 2; Science Club 1, 2, 3, Secretary 1; Typing Club Secretary 4; Dramatic Club 4.

THE ABHIS



CHARLES L. HANSON "Lindy"
 "From the crown of his head, to the sole of his foot, he is all mirth."
 Student Council 1, 2, 3, Treasurer 3;
 Glee Club 2; Football 1, 2, 3, 4, Co-captain 4; Baseball 1, 2, 3, 4; Basketball 1, 2, 3, 4, Captain 3, 4.

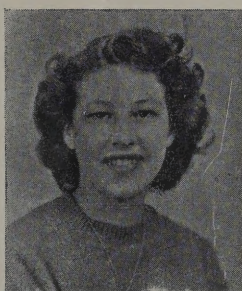


PATRICIA HASKINS "Pat"
 "Young in limbs, and in judgment old."
 G. A. A. 1, 2, 3, 4, President 4;
 Student Council 3, 4, Secretary 4;
 Cheerleader 4; Girls' Governing Council 3; ABHIS 2, 3, 4; Class Play 4.

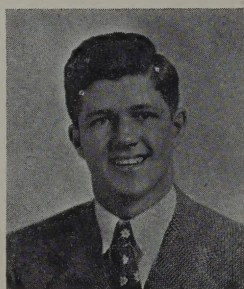
HELEN HOLGERSON "Holgy"
 "In the twinkling of an eye."
 Dramatic Club 3, 4, Treasurer 4; G. A. A. 1, 2, 3; Library Club 3; ABHIS Typist 4; Stenography Club 4; Girls' Governing Council 2.



JOHN JACOB
 "Be swift to hear, slow to speak, slow to wrath."

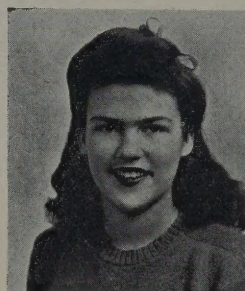


HARRIETTE JANUSZEWSKA "Harrie"
 "There is no wisdom like frankness."
 Dramatic Club 3, 4; Stenography Club 4; G. A. A. 3.



WILLIAM LYNCH "Bill"
 "Handsome is as handsome does."
 Student Council 1, 2; Football 2, 3, 4; Basketball 1, 2, 3, 4; Baseball 2; Class Play 4.

PHYLLIS MacPHELEMY "Phyl"
 "Fair words never hurt the tongue."
 G. A. A. 1, 2, 3, 4; Glee Club 1, 2, 3, 4.

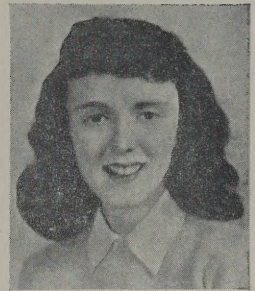
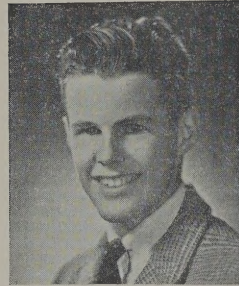


MARJORIE MERRILL "Margie"
 "'Tis good to be merry and wise."
 G. A. A. 2, 3, 4; Glee Club 1, 2, 3, 4; Stenography Club 4; Science Club 1, 2.



CHESTER MORSS "Chet"
 "I never knew so young a body with
 so old a head."
 Hi-Y 2, 3, 4; Class Play 4; Football
 3; Band 1, 2, 3, 4; ABHIS 3, 4;
 Glee Club 3.

JUNE MOSHER
 "This flower of wifely patience."
 Stenography Club 4; ABHIS typist
 4; G. A. A. 1, 2, 3; Usher at Class
 Play 4.

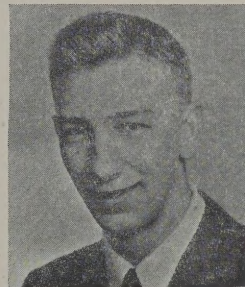


MARIAN MURPHY "Murph"
 "The well of true wit is truth itself."
 Glee Club 1, 2, 3, 4; Current Events
 Club 4; G. A. A. 1, 2, 4.

KENNETH OLSON "Kenny"
 "As a wit, if not first, in the very
 first line."
 U. S. Navy.

RICHARD PAQUETTE "Parky"
 "Sweet and self-contained and solitary
 as an oyster."
 Hi-Y 1, 2, 3, 4; Science Club 1, 2
 Glee Club 1, 2, 3, 4.

MARJORIE PAULDING "Margie"
 "Better to give than to take."
 G. A. A. 1, 2, 3; Glee Club 1; Sten-
 ography Club 4.



ROBERT PAYSON "Bob"
 "All is well that ends well."
 U. S. Navy.

JEANNE PELRINE "Jeanne"
 "Silence sweeter is than speech."
 G. A. A. 2, 3; Glee Club 3; Library
 Club 3, 4; Basketball 2; Stenography
 Club 4; Gym Exhibition 1.



THE ABHIS



BERNARD PIETROWSKY "Bernie"

"I am not a politician, and my other habits are good."

Science Club 1, 4; Football 4; Math Club President 4; Class Play 4; Glee Club 1, 2, 3.



AVIS ELAINE REDDING

"They say we are almost as alike as eggs."

Cheerleader 4; Class Play 4; G. A. A. 1, 2, 3, 4; Science Club 1, 2; Glee Club 1, 2, 3, 4; Current Events Club 4.

CONSTANCE REDDING "Connie"

"There's the humour of it."

Glee Club 1, 2, 3, 4; Current Events Club 4; Cheer Leader 4; G. A. A. 1, 2, 3, 4; Science Club 3; Class Play 4.

VELMA RICHARDSON "Vel"

"But in deed; a friend is never known till a man has need."

Math Club 4; Glee Club 2; Typing Club 4; Library Club 3; G. A. A. 2, 3.



BARBARA ROUNDS "Roundsie"

"Patience is the best remedy for every trouble."

G. A. A. 1, 2, 3; Science Club 1, 2; Glee Club 1; Dramatic Club 3, 4; Vice-President 4; Basketball 1, 2.



JOHN BRADLEY SILLARS "Sill"

"He is never alone that is accompanied by noble thoughts."

Glee Club 1, 2, 3, 4; Class Play 4; Current Events Club 4; Science Club 1, 2.

NORMA SIMPSON

"Alack, there lies more peril in thine eyes than twenty of their swords."

G. A. A. 1, 2, 3, 4; Glee Club 1, 2, 3, 4; Class Play 4; Current Events Club 5; Science Club 1, 2.

WILLIAM SMITH "Smitty"

"Hitch your wagon to a star."

Hi-Y Club 2, 3, 4; Football 2, 3, 4; Baseball 1, 2, 4; Basketball 1, 2, 3; Glee Club 1, 3, 4.



MARJORIE ANN SNYDER "Margie"

"A penny for your thoughts."

G. A. A. 1, 2, 3, 4; ABHIS 4; Art Club 4; Glee Club 1, 2, 4; Science Club 1, 2; Student Council 3.



WILLIAM SPRATT "Bill"

"Virtue is bold and goodness never fearful."

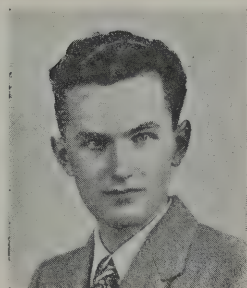
Football 2, 4; Basketball 1, 2, 3, 4, Co-captain 4; Baseball 2, 3, 4; Science Club 1; Class Play 4.



ALICEMAY STEVENS "Steve"

"Good things come in small packages."

Science Club 1, 2; Glee Club 1, 2, 3, 4; G. A. A. 1, 2, 3, 4; Class Play 4; Current Events Club 4.



MERRILL D. STIMPSON "Stimp"

"Play out the play."

Band 1, 2, 3, 4; Science Club 1; Football 4; Class Play 4; Glee Club 1, 2, 3.

PAULINE SULLIVAN "Polly"

"I did not care one straw."

Art Club 4; Glee Club 1, 2.



LEWIS TOMES "Louie"

"By thunders of white silence."

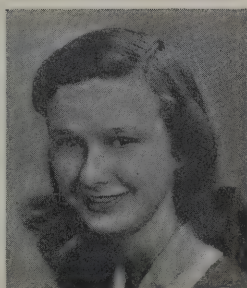
Band 3, 4; Glee Club 3.



JANE WALSH "Walshie"

"She was ever precise in promise-keeping."

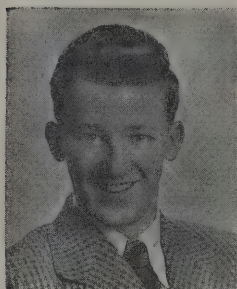
Dramatic Club Vice-President 3, President 4; ABHIS 4; Current Events Club 4; G. A. A. 1, 2; Glee Club 1; Science Club 1, 2.



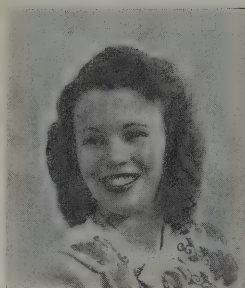
AVIS WARD "Wardie"

"Truth hath a quiet breast."

Math Club Treasurer 4; Reading and Writing Club Secretary 4; G. A. A. 3.



GERALD WELCH "Gerry"
 "Of a good beginning cometh a good end."
 U. S. Navy.



CATHERINE A. WATSON "Katy"
 "The passionate lover of Right, the burning hater of Wrong."
 Glee Club 1, 2, 3, 4; Science Club 1, 2; Stenography Club 4.

ROBERT WARD "Red"
 "I know a trick worth two of that."
 Glee Club 2, 3, 4; Science Club 2;
 Band 1.



RICHARD WHEATLEY "Dick"
 "No legacy is so rich as honesty."
 ABHIS 2, 3; Hi-Y 2, 3; Science Club 1, 4; Math Club Vice-President 4; Glee Club 2, 3.



ERNEST WITHERELL "Ernie"
 "When I think, I must speak."
 Football 2, 4; Band 1, 2, 3, 4; Glee Club 1, 2, 3; Science Club 1.



GEORGE SNOW
 "I have an exposition of sleep come upon me."



IRENE FARNHAM "Rene"
 "A good heart is better than all the heads in the world."
 Stenography Club 4; Science Club 2, 3; G. A. A. 2, 3, 4; Glee Club 1, 2, 3, 4.

PATRICIA WOOD "Woodsie"
 "The moe' the merrier."
 Cheerleader 4; Glee Club 1, 2, 3, 4; G. A. A. 1, 2, 3; Stenography Club 4; Class Secretary 1; Science Club 2.

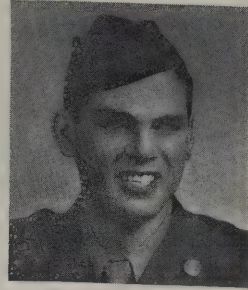
NOEL MARTIN
 "High erected thoughts seated in the heart of courtesy."

EX-CLASS OF 1945

(Going immediately into service after departure)



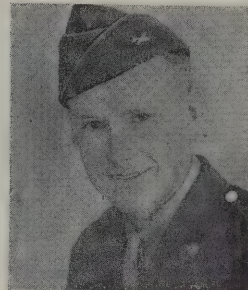
MYLES ANGELEY
Pvt. U. S. Army



GEORGE CAHILL
Pvt. U. S. Army



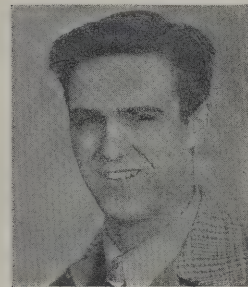
FRANK CHUILLI
Coxswain U. S. Navy



ROBERT CUSHING
Pvt. U. S. Army



RUSSELL DAMON
S/Sgt U. S. Air Forces



HAROLD JEFFERSON
S 2/c U. S. Navy



ROY MacDONALD
Pfc. U. S. Army



RICHARD WINSOR
Pfc. U. S. Marines

CLASS STATISTICS

Best All-Around	Charles Hanson, Patricia Haskins
Best Physique	Victor Gliniewicz, Kathleen Brown
Best Athlete	Charles Hanson, Patricia Haskins
Best Natured	Charles Hanson, Irene Farnham
Best Dancer	William Spratt, Avis Redding
Most Respected	John Donnelly, Mary Block
Most Popular	Charles Hanson, Patricia Wood
Best Looking	William Lynch, Jean Brown
Most Sincere	Bernard Pietrowsky, Nina Thomas
Most Obliging	John Donnelly, Helen Holgerson
Most Typical School Boy (Girl)	William Lynch, Kathleen Brown
Most Retiring	Alfred Frevold, Phyllis MacPhelmy
Most Popular with Teachers	John Donnelly, Mary Block
Most Helpful	John Donnelly, Patricia Haskins
Most Loyal	John Donnelly, Patricia Haskins
Most Considerate of Others	John Donnelly, Doris Dean
Most Dignified	Robert Payson, U.S.N.; Jane Walsh
Most Friendly	Charles Hanson, Constance Redding
Best Actor (Actress)	Dean Stimpson, Alicemay Stevens
Greatest Socialite	Victor Gliniewicz, Carolyn Christianson
Most Refined	Alfred Frevold, Velma Richardson
Most Industrious	James Griffin, Kathleen Cull
Most Temperamental	Victor Gliniewicz, Marjorie Merrill
Wittiest	Charles Hanson, Alicemay Stevens
Most Practical	John Jacob, Jane Cronin
Best Conversationalist	William Lynch, Constance Redding
Best Mannered	Robert Payson, U.S.N.; Nina Thomas
Most Conscientious	James Griffin, June Mosher
Neatest	Noel Martin, Madeline Doherty
Most Cheerful	Ernest Witherell, Constance Redding
Best Artist	Gerald Welch, U.S.N.; Pauline Sullivan
Most Likely to Succeed	John Donnelly, Mary Block

CLASS SONG

(This Heart of Mine)

The time has come for us to say goodbye,
 Forever more, to good old Abington High.
 We've had our laughter and our learning, and
 we never shall forget.
 But each one has a future, and the stage has all
 been set.

As you can see we've lent out quite a few,
 For victory. We pray they'll all come through.
 In the meantime we will do our part, as we are
 meant to do.
 Until our dream of peace has finally come true.

We give our thanks to all the teachers who,
 Despite our pranks, have ably helped us through.
 We wish that all of you could understand the
 great times we have had.
 And how our quick departure leaves us feeling
 rather sad.

We promise you we'll do the best we can,
 For better things, we will all work and plan;
 But now our school work's done, and life's
 begun;
 The time is drawing nigh to say goodbye again
 to good old Abington High.

Katy Watson, '45
 Doris Dean, '45

EDITORIALS

OUR YOUNG WAR VETERANS

What are we to expect of our young boys when at last the glorious day of final victory permits them to come home to live their own lives in the post-war world? Their personality, and possibly their character, will have changed to a large extent. Will they be ready to accept the everyday life they left behind? Will they feel at home?

Many will question the phrase "feel at home." A quizzical look will come upon their faces and they will ask, "Why must we help our own boys born and raised here to feel at home?" They forget that these boys have lived in tents and in foxholes. They have seen the horrible scars of war: the dead, the wounded, the starved and mistreated. They have seen their own buddies shot by the enemy. Yes, they have even killed that we might live.

How will this affect our boys? Will it torment them for the rest of their lives, persisting in their subconscious minds to burst in a sudden fit of anger? Will our hospitals and institutions become overcrowded with cases of war nerves and perhaps permanent mental disability?

These questions cannot be answered by one alone. They must be carefully considered by every person who has a member of the family or a friend in the Armed Services. We must resolve to use a great deal of patience and thought, as well as understanding, to help these boys "feel at home" and to begin to live again as peace-loving citizens of the United States.

Joyce Arnold, '45

OUR FOREFATHERS AT SAN FRANCISCO

The San Francisco Conference is well under way while America turns to indulge in the national tradition of turning to her founding statesmen for inspiration and wisdom. Although Americans are naturally very independent-minded, they recognize their inexperience in world affairs and deeply respect the wisdom

of the constitutional fathers. The debate that has risen over the Dunbarton Oaks proposals including the Yalta agreements, coincides greatly with conflicts of past American history.

In the past our forefathers first drew together the Articles of Confederation. It took six unsuccessful years of trying to make these articles effective. Finally the Articles were abandoned and the Constitution proposed. Similarly in modern history, the League of Nations having failed, we are considering a new organization at San Francisco.

Many of America's great men are going through the same trials experienced by such barriers that did great men of the past as Washington, Jefferson, and Hamilton. Those who reach for perfection now with respect to Dunbarton Oaks and voting agreements will think that Alexander Hamilton was speaking to them when he wrote about the Constitution.

It is not unlikely that the imperfect ideas of achievements at San Francisco may some day be regarded with the same reverence as our Constitution. We have learned from the present war that no matter how carefully you may hide your head, one is still exposed. Perhaps with greater care we might have gained this knowledge and lesson from our own Revolutionary founders.

Dunbarton Oaks proposals set up an International Court. It suggests the adoption of the Statute of the Permanent Court of International Justice or that it be used as a basis for a new statute. At San Francisco we have a new opportunity to establish a continuous motion devoted to equalism of peace. San Francisco cannot heal the whole world. There will be many crises in years to come. After what we have been through and will go through that is expected. The aim of international peace may be tested by how they are resolved.

A home is made by living in it. There will be generations of time to improve it and make it a beautiful home of peace. Let us pray that when the San Francisco Conference has ended, the sun above the Golden Gate will be the rising sun of future internal peace.

Eleanor Wyman, '47

ESSAY

Post-War National Military Service—Should We Have It?

The London Clothing Company of North Abington offered \$100 to members of the senior class for essays on the subject, NATIONAL COMPULSORY MILITARY TRAINING—SHOULD WE HAVE IT? The judges awarded to John Donnelly first prize of \$50, to Patricia Haskins second prize of \$25, to June Mosher third prize of \$15, to Mary Block fourth prize of \$10, and to Ruth Hall honorable mention.

The United States is faced with one of the greatest problems in the history of this country. Post-War National Military Service—Should We Have It? The answer is decidedly and emphatically yes!

It is time that we in the United States realized that we cannot have peace merely by wishing for it. We have been engaged in seven wars, and at the beginning of each war we have been unprepared. It has been only the Atlantic and the Pacific Oceans that have saved us from defeat until we have had a chance to arm. Recent inventions have so speeded up modern warfare that in 1945 oceans and distances mean scarcely anything. The time has come when we must rely on the youth of our nation for protection and security.

General George Marshall, the man who is in the best position to know about this question, is decidedly in favor of Post-War National Military Service. He has stated that a large reserve army is the best way in which to scare off any foreign aggressors who might have designs on our country.

The American Legion has for twenty-five years advocated National Military Service. These men have had both military training and battle experience. They fully realize the advantages of military service not only to the country, but to the individual as well.

National Military Service would benefit our youth in many ways. By constant physical examinations it would find defects in the men and help to correct these defects. It would give the men a chance to learn a trade, if they desired to do so after their original twelve months of military training. It would help to solve the juvenile delinquency problem by getting the men off street corners and teaching them discipline and respect. It would give the men who have previously had no chance for education an opportunity to learn to read and write. It would encourage higher education. Lastly, although not least, it would make better citizens out of men by teaching them to respect superiors and to defend the principles of our country.

Many argue that National Military Service would put too great a burden on the taxpayers. It has been proved, however, that fifty years of Post-War Military Service would not cost as much as one year of actual warfare. Is it not better to pay a small sum of money to keep us out of war than a huge sum to finance a war?

National Military Service is not a new idea. In 1783 George Washington saw the need for National Military Service. He foresaw what would happen if the United States had no large reserve army. How right he was! It was his plan to have a small standing army but a vast number of reserves. After the men had had a short period of training they would enter reserve units. This is almost exactly what is being proposed today.

Here in the United States we educate our youth for business and professions, for we consider these things the most important in life. However, because of the militaristic attitude of some of the other countries we are forced to take drastic measures. In this day and age when wars are so common and brutal it should be the duty of every healthy young man to be able to defend his country. If we are to continue to live in a free nation we must be able to defend ourselves.

Many people say the question of Post-War National Military Service should be put off until after the war. There is no real reason for this. The time to decide is now. Most of our servicemen are in favor of it and we have the materials with which to precede in this great operation.

For one-hundred and sixty-five years by means of peace treaties the United States has tried to keep out of wars. These treaties have been continually broken by our militaristic neighbors such as Germany and Japan. Too many American lives have been lost in this way. It is time we acted in a constructive way and adopted Post-War National Military Service.

John Donnelly, '45

A MESSAGE FROM THE PRINCIPAL

Charles M. Frolio

The arrival of V-E Day was significant in that it not only informed the world of the cessation of war on the European front, but imbued in the hearts and minds of many that it was a day of rededication to the unfinished task ahead. This spirit of rededication has been quite apparent among many of the people of our land—would that this same spirit might permeate the soul of each of the graduating students to the tasks that lie ahead of him.

A task that should be of particular interest to all of the students is that of making full use of one's time in order that the greatest results may be realized for the energy expended. The reason for this plea is quite obvious when one notes the tremendous waste of time among our students.

Someone has said, "The event of a single moment may change world history, so precious is a little jot of time." Yet, how many students there are who regularly waste these precious little particles of time.

In order to have a true understanding of the meaning of time and its relation to life, one needs to possess "a sense of values." In other words, one needs to understand the difference between the essential and the non-essential things of life.

History has recorded the lives of many men who have devoted their entire lives to the essential things of life. Such men as Louis Pasteur, Sir Wilfred Grenfell, and others too numerous to mention developed a true sense of values.

Some time ago, Walter E. Myer wrote an article entitled "Your Duty Today." This article contains a message worthy of consideration for all of the students as well as the graduates. He wrote as follows:

"The time to start on the road to efficiency and mastery is today. If you do not get off to a good start, the going will be hard. Remember that you are setting a standard for yourself. You are getting into the habit of excellence, or else, perhaps, you are satisfied with mediocre work. If you are satisfied with mediocrity, look out. You are on dangerous ground. You are likely to continue the habits which you are now following. If you do not learn to concentrate, to shut out distractions, to yourself to your work

even during a period of turmoil and worry or when you are tempted to rest, to visit, or to play, you are not likely to learn this later. And if you do not learn it, you will not be successful either in school or out.

"So, jump into your schoolwork and make a success of it. Do it for your own sake, and do it also for motives of patriotism. Now as never before your country needs strong, skilled, industrious, reliable citizens. See to it that you reach that mark, and that you devote your time to the fullest extent."

A midshipman once wrote to the British Admiral Fisher: "My dear Admiral: I would like to know how you became the highest officer of our Navy. At one time you were just a midshipman like me. Won't you tell me HOW you did it?"

Admiral Fisher probably got (by the same mail) dozens of communications, all of far greater importance than the midshipman's. Yet, he took the time to write a long letter in reply, closing with the advice:

"My friend, remember this:

"First—get you a vision of the great thing you wish to accomplish;

"Second—get you a plan by which you may accomplish it;

"Third—then go to battle for it and earnestly pray that God may give you victory."

Those of you who wish to aspire for a productive and fruitful life, take the advice of Admiral Fisher and crystallize it into thought and action. This can be brought about only by your giving serious consideration to the present use of time. Furthermore, in the proper use of time it is necessary that thought be given to what a balanced, wholesome, clean, effective life includes.

The proper use of time can be controlled by means of a planned program, by developing regularity of habits, and by the correct use of leisure time.

If you will always be true to your best thoughts, and do with all your might whatever worthy work your hands find to do, then you will understand the value of the present moment and thus make use of time to its greatest extent.

"SO THIS IS AMERICA!"

NOTE: In a surprise assignment pupils in English 8-2, 10-1, 10-2, 10-3, and 12-2 were requested to give their idea of a really enjoyable time. The following ideas appeared:

A REALLY ENJOYABLE TIME

"My idea of an enjoyable time is a time when the world is at peace. Then I should like to take a long trip, by boat, to Alaska in the springtime and stay there all summer."—Donald Porter, '49.

"My idea of a really enjoyable time is to go on a picnic to a quiet place in the woods, a place that is far from civilization, a place where you don't have to worry about things that have happened or things that might have happened. In this lonely spot in the woods where we could rest and relax our nerves, we would eat our lunch and then if there happened to be a brook nearby we would go wading. If there was no brook, I would like to play games with the other children and go looking for wild flowers."—Louise Porter, '49.

"My idea of having a really enjoyable time is playing sports like baseball, football and basketball. I have another enjoyable time when I help a person out by doing something that will make that person happy."—Robert Monahan, '49.

"My idea of a really enjoyable time is to go on a hike and find tracks and trace them to find out where they lead. I like to investigate the woods and once in a while get lost and then to find my way out. While I am in the woods I would hunt for different kinds of flowers, leaves, or pretty stones."—Florence Wood, '49.

"My idea of a really enjoyable time is when a group of girls gather together and talk and play checkers or some other game. I also enjoy playing checkers with my family. Also when one's whole family gets together around the table and spends an evening together, it is loads of fun."—Merilyn Curtis '49.

"My idea of a really enjoyable time is to go to some place near the sea shore where men go out fishing. Ask a man if it would be possible for you to go out with him. Then watch the man go after a school of fish which he has seen. After he has circled the school and laid his nets watch him and if possible help him to haul in the fish."—Ronald Holgerson, '49.

"My idea of a good time is to go down to the beach for the day. We would take our lunch and at first we would go fishing or digging clams. Then I would like to go in swimming, eat my lunch, and then lie down and read."—Mary Murray, '49.

"To have a good time is to make everybody happy, if there is a party. If you are alone there are ways of having an enjoyable time. To have a good time is not to be thinking of something else, but just be happy, but of course to have a limit to everything."—Edward Snyder, '49.

"I think going to camp for a month in the summer is having a really enjoyable time. I like to paddle a canoe and row. Archery is fun too. In arts and crafts many useful things can be made. Going on overnight hikes is the best fun of all."—Barbara Pratt, '49.

"Having a really enjoyable time is doing the things you wish to do, and having your best friends with you."—Anna Woods, '49.

"My idea of a really enjoyable time is going to a beach and spending a whole day there. We would take our lunch and some money. When we got down there we would go swimming for a little while. Then we would eat and get dressed. After a while we would go on some of the amusements. Before it got dark we would start for home."—Barbara Thayer, '49.

"My idea of an enjoyable time is to go to church and then return home and rest. I also like to read books and hunt, trap, and fish."—Arthur Blanchard, '49.

"I have an enjoyable time when I am playing with my kitten and the kitten and the kitten's mother or any other animal that I can play with. When I play with my kitten I pull his tail and then run. He chases me and bites me as a puppy would. Then his mother calls him and if he doesn't come to her, she drags him by the ears."—Natalie Burrill, '49.

"My idea of a really enjoyable time is time spent reading a good book without being disturbed. I would like to be able to start a book one night and finish it the same night. The kind of book I like best is a mystery story but not a murder mystery."—Nancy Winsor, '49.

"My idea of a really enjoyable time is anytime when everybody is happy. When the whole family is together and all are happy I have an enjoyable time. I have an enjoyable time when I stand on the street and watch the people go by and try to guess their various occupations. I have an enjoyable time when I am in a library. But I think that the most enjoyable time a person could have is to walk into a church and sit down to pray. It is the joy of being with God and of learning of Jesus' teachings that means the most to me."—Jacqueline Rich, '49.

"I enjoy a thing that isn't an everyday subject like going to the beach. I don't live down there and I don't go down there very often, but when I do I really have a good time, because it isn't a common thing with me."—David Chuillie, '49.

"My idea of a really enjoyable time is a good time that doesn't hurt anyone and that comes after I have worked for it. I appreciate it more than a good time that comes with little effort on my part."—Edward Donnelly, '49.

"My idea of an enjoyable time is reading an interesting book after I have done my homework, and have nothing else to do. I like books that have a mystery to them and are worth reading. I like stories of history best, such as the life of Lincoln or some other great man."—Paul Blake, '49.

"My idea of an enjoyable time is to have a good time whenever it is possible. However, there is a time and place for everything. I think an enjoyable time is had when you go out and have a good time. If something is bothering you at the time try to forget it, for if you don't you may spoil other people's good time."—Ann Crowley, '49.

"My idea of a really enjoyable time is when you can do what you want, as long as it is agreed upon by your parents and as long as you have a good time doing good things, instead of bad things."—Edna Wolfe, '49.

"An enjoyable time I have on a warm summer's day at the beach. As we gaze out at sea we can see boats on the horizon. They are not battleships or cruisers but large sailboats skimming on the water. Above them are hovering large seagulls and swooping down occasionally near the sails. This enjoyable time is peace."—William Duhaime, '49.

"My idea of an enjoyable time is not a day at the beach or an interesting movie. No, it is quite different; it is when my parents and brothers spend a quiet evening together talking about little things, simple things, and listening to the radio and perhaps having a little snack before retiring."—Catherine Caplice, '49.

"My idea of a really enjoyable time is one had playing in our school orchestra, that is, provided everyone is happy. When this is true we can usually play any number we have, either fast or slow, so that it sounds very well. This always makes me feel very happy for the rest of the day."—Richard Brown, '47.

"My idea of a really enjoyable time is having about ten girls get together and go on an overnight hike. They get up in the morning and cook breakfast over a few sticks and leaves, each girl having a certain job to do, such as washing the dishes or cooking. I can't think of anything else I should enjoy more."—Gloria Harpin, '47.

"In order to answer this question I must think of the things I do. I go to the shows, to the wrestling bouts sometimes, or bowling. But to have an enjoyable time I think that the friends or friend that you go with must agree on where you are going and what you will do. If one disagrees no one of you will really enjoy your evening. You should choose your friends with whom you would like to go and make them enjoy their time also."—Betty Ellis, '47.

"An enjoyable time does not necessarily mean that one has to go to a movie or other such place to spend a great deal of father's hard-earned money. A person does not have to be the most outstanding person at the dance, or the one who has the most clothes, or the one who does not care what time of night he gets home. My idea of an enjoyable time is the time I am with the people I like and everyone is happy, even if we are only sitting out in the back yard."—Phyllis Cheney, '47.

"My idea of a really enjoyable time is to be among new people and discover new thoughts or new ideas. Exchanging ideas is an excellent opportunity for extending the intellect of both parties involved. Laughing also is the sign of having a good time. Sincere laughter relaxes nerve tissues of the body and keeps one's spirits in good condition"—Hazel Skillings, '47.

"My idea of an enjoyable time is to have the whole family together, including those in the service. I like to read very good books, play a fast game of baseball, basketball, football, or tennis. There is no more enjoyable time than to hike in the woods or visit places of interest during the summer and autumn months."—Claire Olson, '47.

"My idea of a really enjoyable time is going roller skating for an evening with a crowd of girls and boys, perhaps falling down a few times without making a fuss. We just laugh, get up and start again. Halfway through the evening I would stop and buy a bottle of tonic or a bar of candy, sit down for a few minutes and enjoy it with someone, then roller skate again until the end."—Janice Nichols, '47.

"My idea of a really enjoyable time is going fishing off the rocks on the coast of Rockport. It is well to go when the sun is just rising and the dew is still on the ground. The air is clear and fresh. Take a walk through the woods and listen to the birds and smell the fragrance of the woods, then when you have reached your old spot just sit down and fish."—Alvin Holgerson, '47.

"My idea of a really enjoyable time is being mounted high on a beautiful frisky peach-colored horse. This Palamino has one of the most beautiful and graceful canters in the world. My ambition is some day to own a Palamino horse so that I may often have a really enjoyable time."—June Seaman, '47.

"My idea of a really enjoyable time is a stay at the beach. The smell of salt air and a swim in the salt water are both very invigorating. There may not be very much to do, perhaps just a walk along the beach to find and collect different kinds of shells. When there are a large number of people with me, I have a gay time."—Ruth MacPhelemy, '47.

"A really enjoyable time may be either useful or wasteful. You may have an enjoyable time going somewhere you prefer and doing or seeing what you like best and not what someone else likes. I think the best way you could enjoy yourself is to see or do something in which you would learn something."—John Giniewicz, '47.

"I enjoy many things, as any one would, but there is one occasion on which I can really have a grand time without paying for admission. That time is when I sit down and have an intelligent talk with my dad. I've enjoyed many of these talks in the past and hope to continue to do so in the future. He has told and taught me many things that no one else could."—Eleanor Wyman, '47.

"To me a really enjoyable time is to play in a large orchestra at a dance at this high school. Anybody who has played an instrument knows the thrill that comes with playing with an orchestra, if it is just the harmony that results."—Albert D'Amato, '47.

"My idea of a really enjoyable time is to go out with a group of people to a dance or go bowling. The most important thing is that I am with people I like and can get along with. Everyone in the group should do his part. The only way one can have any fun is by meeting the others half way."—Frances Watson, '47.

"My idea of an enjoyable time is to do things like going swimming, playing croquet, or just having a picnic lunch with a few friends. The thing I really enjoy most is going out with the family even if it is only to work. I don't think that all the amusements on earth are as enjoyable as the friendly association of the family where everyone cooperates in both work and play. Through this enjoyment families become united."—Muriel Blanchard, '47.

"To some people a good time means being always on the go, always doing something, always going somewhere. To others a good time means being with those we love, spending a quiet evening at home, discussing things that have happened, or perhaps going to a show. To me, this type of an evening means more than going off with a crowd of friends from school and doing nothing but hanging around somewhere."—Virginia Moody, '47.

"My idea of a really enjoyable time is being with a group of girls and going horseback riding or fishing or playing football or doing some other entertaining thing that can be done without any damage to people's property."—Joanne Curtis, '47.

"To have an enjoyable time I believe you should have a good companion, a decent place to go, or a decent thing to do. I think a good time can be had by all without noise, roughness or disorder. Good clean friends and fun is all there is to having a really enjoyable time."—Jane Tobin, '47.

"My idea of a really enjoyable time probably will seem dull to one who has never had this experience, but it can be really enjoyable. I like to go to a place on the sea or in the mountains with about twenty of my friends and live with them for about a week. Everyone works his share, everyone plays his best and everyone forgets himself in working for the good of the whole group."—Dave Crownfield, '47.

"To some an enjoyable time means dancing, movies, and things of that sort, but I think I have more fun than anyone when I am trying to make an old electric engine run. I have four or five that always need repairing and there is a lot of fun in seeing something you have made work. Something constructive should always be more enjoyable than something destructive."—David A. Ripley, '47.

"My idea of an enjoyable time is when I am at leisure, and have no thoughts of homework to be made up or anything of that sort 'hanging fire' over my head. My physical and mental capacities are free. But in my idea of an enjoyable time there must be something going on, such as a party or a dance. There must be music somewhere, whether it be the hot 'breaks' of a name band or the twittering of birds. There also must be people near. When everything around me is moving, then I am having an enjoyable time."—Deane Haskins, '47.

"My idea of a really enjoyable time is a person who has no troubles of war on his mind, and is relaxed, and contented. In order to have a good time it can be over a pleasant cup of tea or just a plain conversation."—Robert Brady, '47.

"My idea of an enjoyable time is doing something I like to do, something that makes me forget my troubles and laugh and joke. When you are feeling bad about something and start doing something that makes you forget about it, that must be a good time. I consider fishing an enjoyable time. It takes a person's mind off his worries and centers his thoughts on catching fish."—Victor Stockbridge, '47.

"My idea of an enjoyable time is one when there are many boys and girls having a good time together. I like to go to a movie with others and then when we come out of the movie get something to eat."—Marian Murphy, '45.

"I have experienced my idea of a really enjoyable time. The summer vacation spent at a boys' camp was the best time I have ever had. I met new friends and had new experiences. The outdoor life and activities carried on were the best for physical fitness and clean fun."—Charles Hanson, '45.

"My idea of an enjoyable time is having in some friends for supper. After eating, we go into the parlor, sit down, and talk over experiences we have had. If this subject gets worn out we can always talk about politics, a subject we can talk on for days. When it gets to be nearly time for my friends to go home we have a cup of coffee and a few crackers just for a snack. This finishes off the evening very nicely, as we all feel contented after the snack."—Richard Paquette, '45.

"A good time is often found in the little things of life rather than in the larger things. It can be acquired through recreational sports or in the enjoyment of other persons' company at amusements. It can also be educational, as it is a sign of intelligence and wisdom for a person to enjoy himself while walking through a park noticing the trees, the birds, and the flowers. The person whose company can be enjoyed best is the one who can find an enjoyable time in almost anything he does—even his work. For the happiness and reward of a thing done is to have done it."—Ruth Hall, '45.

"My idea of a really enjoyable time is to listen to a band concert or to a band marching in a parade. There is something about the spirited music that makes my pulse beat faster. When the band swings into a lively march everyone listening seems to feel happier. When an overture is played, a person's thoughts may wander to the past. Yes, listening to the music of a band is my idea of an enjoyable time."—Dean Stimpson, '45.

"My idea of an enjoyable time is being happy in what I am doing and seeing others happy too."—Doris Dean, '45.

"My idea of an enjoyable time is to be playing in a basketball game, because it is an interesting thing to do and a good sport. It is very educational because each member of

the team is always trying to outplay and outsmart the other fellows. He learns that no one person is the whole show, that all must play together."—Victor Gliniewicz, '45.

"My idea of a really enjoyable time is a football or a basketball game. Everyone feels so gay and in such wonderful spirits and so eager to see his own team win that if he has any worries they just simply disappear."—Alice-may Stevens, '45.

"My idea of a really enjoyable time would come after this war, when my brothers return home and my sister and her husband and their daughter are at home with us. The whole family would be around the table eating, perhaps celebrating a birthday, or at Christmas or Thanksgiving, and there would be an atmosphere of security and contentment. There is freedom from want and fear, fear which a family suffers when the older boys march off to war; freedom from want, as we are all at home and it is peaceful and happy."—John Sillars, '45.

"My idea of a good time is to go to someplace where there are many people, to a party, a dance, or a dinner, where there is an opportunity to meet different people and talk with them. To me it is interesting to hear about their lives, their work and their ideas."—Jane Walsh, '45.

"My idea of a really enjoyable time is doing the things I like to do and being with the people I like to be with. The activities I enjoy most are swimming, skating, and dancing."—Jane Cronin, '45.

"My idea of an enjoyable time is an occasion when, not only some are happy, but when everyone is. When we do something different or go to some place new I usually have a good time. In peace times a gang of fellows may ride around and stop in some eating place before going home, or see a new picture that is packed with thrills and interesting from start to finish."—William Smith, '45.

"My idea of a really enjoyable time is when on a nice breezy summer day, I can start out early in the morning toward a lake or pond to do some fishing. I like to start about nine o'clock when the sun is not too hot. I have all my fishing equipment with me as I start. When I arrive at the brook, I pick out a spot under some nice shady tree. It is very nice to sit there listening to the birds and watching your line for a nibble. There is a cool breeze coming off the water and it makes you feel sleepy. All of a sudden, you feel your line jerk and you stop dreaming and start tugging on your line. The most fun is when you pull in your fish."—Robert Ward, '45.

"My idea of an enjoyable time is going to some town or city that I have not visited before or cannot visit every day, such as Boston, and spending the day there, first doing some shopping in the stores, and then going to a restaurant in which I have never eaten before, and there having dinner. Afterwards I would go to a stage show, play, or a movie."—Phyllis MacPhelemy, '45.

"When a person stops to think of the times in his life that he has really enjoyed himself, he discovers that it was the times he spent learning about the lives of different people or the times that he was able to help someone. Whenever I am able to do something for another person for whom I care I really enjoy myself. One may find joy and pleasure at any time if he is able to set his mind upon that which he is doing."—Velma Richardson, '45.



THE ABHIS



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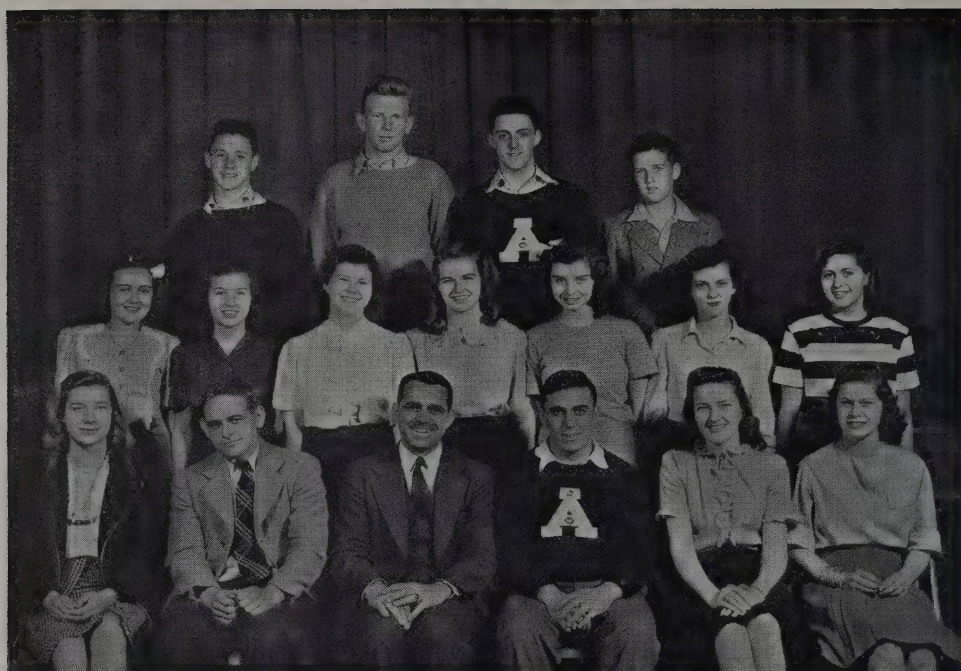
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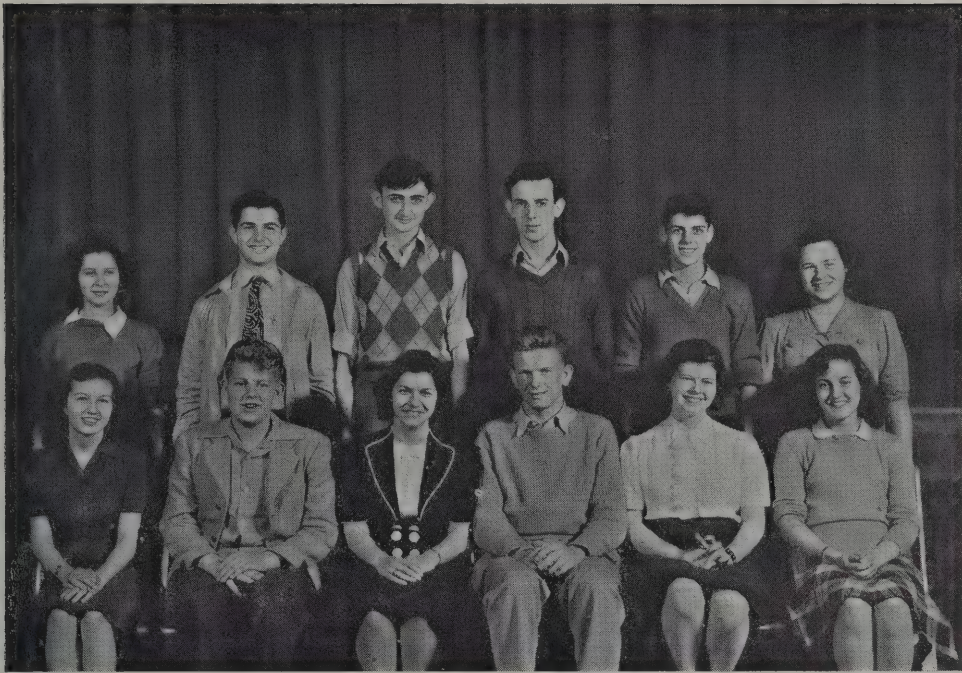


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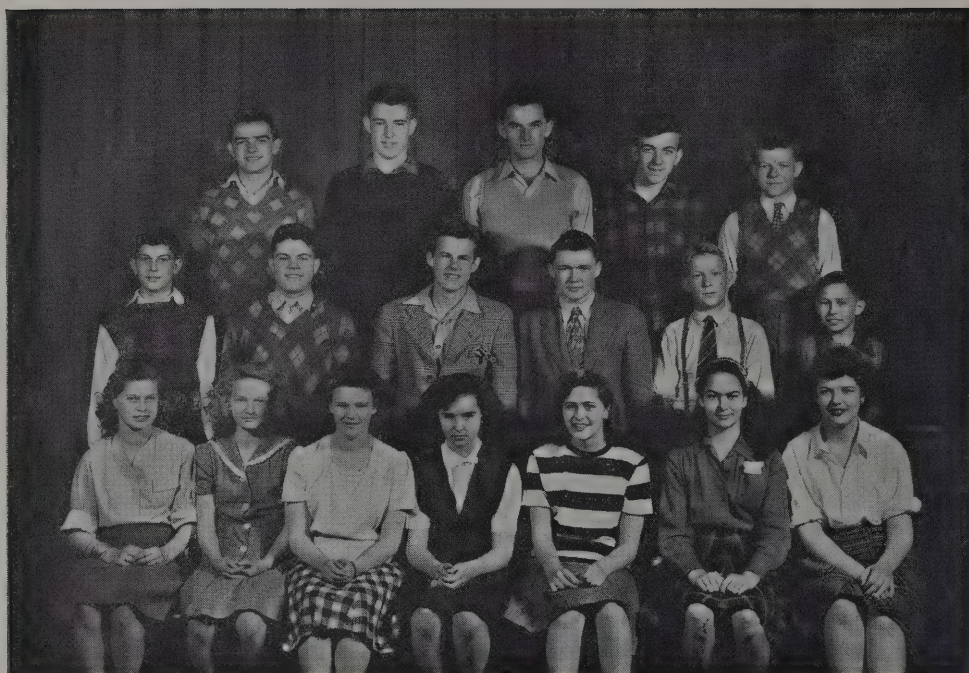
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THE JUNIOR TOWN MEETING OF THE AIR

On May 6, 1945, Richard Morey, a member of the junior class at Abington High School, had the opportunity to speak on "The Junior Town Meeting of the Air" on Station WBZ at 2:30 P. M. He was chosen by a vote of the teachers of our school to be its representative.

Three boys, Richard Morey, John Donnelly, and Chester Morss, were candidates for this honor. Each boy prepared a three hundred and fifty word essay on the question, "Is the present jury system of Massachusetts satisfactory?" Our school was requested to take the affirmative point of view and endeavor to prove its satisfaction, while another school took the negative point of view, and endeavored to prove that a bench of three judges would prove more successful, beneficial, and fair.

A fair chance was given to the three participants. Each boy read his script over the school broadcasting system. Richard Morey was chosen because of the manner in which he presented his speech and also on account of the content of his essay. John Donnelly was selected to be Morey's alternative, and a number of pupils accompanied the speaker, both to render their moral support and to help prove the speaker's points by asking questions which he answered. The three boys prepared excellent essays for the event.

One can readily realize the advantages that such a task as this affords. Not only does it stimulate enthusiasm and interest among the pupils, but it also provides beneficial knowledge for them to store in their minds. Those who were connected with any part of this work furthered their knowledge immensely, because in order to obtain any information on this subject, it was necessary for each person concerned to do a great deal of thinking and a great deal of research work regarding it. Also, practice in speaking such as this afforded, helps to make one more self-possessed and better able to answer questions at a moment's notice.

It is my opinion that the students of Abington High School should have much more training in speaking before the public. It is very difficult for one to imagine how important and necessary good speech is, until he is actually out in the world and called upon to make even a short speech.

Kathleen Cull, '45

JUST WAIT AND SEE!

My past four years have been brimming with happiness, excitement, and study. These three

elements I have tried to combine to form a worthwhile pattern of my high school life. Looking back, I think I have successfully blended my interests, although I note rather regretfully, that more studying on my part could have been accomplished. To you undergraduates, take heed, study hard and make use of the given facilities! When you become a senior (O, glorious day!) and have one more month to remain in high school, you will wish to give all the undergraduates this same advice. Only when a person realizes that the end is near at hand will he fervently wish he had done more, read more, and learned more during his high school life. He recalls the time wasted on trivial things and wishes he had the past to live again. The old adage—"Since thou art not sure of a minute, throw not away an hour," is still applicable.

Every senior remembers vividly his first new day at school when he unconsciously adopted this motto: Study hard, never neglect homework. Again he could recall the hours spent diligently studying his subjects. However, one soon loosens the out-stretched reins and falls into the jog of a lazy gait with a haphazard method of study. Such is the sad case of many well-intentioned people. As the years roll by, times are so plentifully filled with amusement and excitement that a person becomes quite oblivious of the waiting work about him. Since he has reeled into this state, it is quite impossible for him to turn back to his former position. This is another depressing factor in the high school life of either a boy or a girl.

For contrast, let us review the life of a student who has studied and concentrated industriously. He has undoubtedly been considered a "bookworm," a "lou-lou," a "boob," or such. He knew all the answers, and the only time you wished you were he was when test time came. Excluding that, he, in your mind, was an utter nit-wit to study so avidly every day. However, as time skimmed by and you became a "high and mighty" senior, you somehow wished that "bookworm," "lou-lou," or "boob" were you. Just before the portals of learning swing shut you wish you had studied harder and gleaned everything possible from your books. Then you strike the revelation that maybe the other fellow who has studied hard will graduate with no regrets for the past, while you (the object of your conscience) have missed the very fundamentals of all the lessons your teachers aimed to teach you. How discouraging!

Oh yes, you were once so eager to be a senior, so eager to walk up and receive your diploma. You anticipated that feeling of pride that would stir within you; you dreamed of the happiness

that would be yours. But as graduating time approaches, a wistful pang of sorrow beats within you and you are reluctant to leave your secondary home. These are the feelings of a senior, these are the supposedly joyful hearts pulsating, throbbing with imagined happiness in anticipation of coming freedom!

Patricia Haskins, '45

PREPARATIONS FOR A GREAT EVENT

The week of April 22, the eyes of the world turned toward America's 12th city, San Francisco. There on April 25, the United Nations Conference was scheduled to open.

For a week before San Francisco was to receive the delegates the city was ready. Fresh crabs and lobsters were trundled to the open-air fish markets and restaurants. The historic cable cars were poised to haul delegates up and down California and Powell Streets. The municipal band rehearsed all of the national anthems of the United Nations. The Navy was taking extraordinary measures to protect the city against shelling by a sneak Japanese sub. A cab company announced it had drivers who spoke Norwegian, Czech, French, Portuguese, Russian, Yugoslav, Spanish, Turkish, Greek, Syrian, and Iranian. The police force was informed that all delegates would have freedom from arrest or imprisonment and that anyone interfering with a delegate would be liable to three years in jail.

The delegates themselves were coming by air, land, and sea. Special trains from Washington bore experts, advisers and reporters. Among the first to arrive was Field Marshal Jan Christian Smuts, South African Prime Minister. Just ahead of him were 50 members of the Russian delegation. Moored in the harbor was their entertainment ship, the 2,153-ton Smolny, loaded with a cargo of caviar and vodka.

Indeed, San Francisco spared no pains to insure the safety, comfort, and freedom of the delegates.

Dean Stimpson, '45

BE IT EVER SO HUMBLE

At last there it was, that which I had been fighting for. Not only for the Four Freedoms had I fought but for another right which I treasured dearly, the right to see those I love, far away from the horrors of war, the right to come home.

Home, a little brown house, snuggled in a curve of the long country road. A low shingled roof was pulled down over the frame, giving it

the appearance of a pitcher who had pulled his hat down over his eyes to shade them from the sun. The parched shingles looked thirsty for a drink of paint and the porch had a peculiar slant to it, but it could have been a hovel, and still looked like a punies's palace to me.

In the darkening shadows I could make out the form of my mother sitting in her favorite chair with kids around her. It was just as I had visioned it time and time again as I lay in my foxhole at night.

Someone must have spotted me as I stood gazing, for in a minute I was surrounded by a group of beaming, inquisitive faces plying me with numerous questions. My mother just stood there gazing for a minute trying hard to believe it was I. Then Pop put his hand on my shoulder and said, "Welcome home, Joe."

Then Mom had her arms around me saying, "Joey, you're home."

"Yes, Mom," I said peacefully, "I'm home."

Marylou Devlin, '49

WHOSE TURN IS IT TO GRUMBLE?

On December 8, 1941, our country declared war. Since that time our armed forces have been through many trials and tribulations, with some men fortunate enough to live, others not so lucky. In order to win this war, and we must win, we must go without luxuries and share many things in order that our fighting men may not be deprived of their necessities.

It is the opinion of many people that they are being misused. For instance, while on a shopping tour, Mrs. Smith discovers that she is no longer able to obtain some nylon stockings. She wonders what she will ever do. First the government takes her sugar, then her gasoline, her tires, and now—oh, what shall she do? Obviously, Mrs. Smith does not know the true meaning of war. She has no one close to her in it. Why should she worry?

If our soldiers knew the way in which some of us at home are carrying on, complaining about not being able to get this or that, I believe they would, if possible put down their arms and quit.

If you are in the same position as Mrs. Smith won't you please think twice before complaining to others? Think of those on the battlefields, praying constantly for their lives, to live just one more day so they may be able to keep up their fight for democracy. Then think again of those who do not live that one more day . . . think of them.

Joan Warner, '47

SPORTS

BASKETBALL

At the end of a successful season, the basketball team entered the South Shore Basketball Tournament held in Brockton. The Middleboro High School club, twice vanquished in our regular schedule, formed the opposition in the first round. The Abington quintette gained a victory over them to move into the semi-finals facing Walpole. Walpole proved unequal to the task of downing Abington and suffered defeat by an overwhelming score. In this game, Spratt, who had been in top form, scoring 17 points in the previous game, added 21 more points to his tournament total.

This then slated Abington to meet Plymouth High in the tournament finals. This game proved to be one of the most exciting in Brockton Tournament history. It was a see-saw affair all the way, neither team having more than a few points lead at one time. Hanson netted many spectacular shots from all angles to aid the Abington cause and provide many thrills. The two teams battled to a 29-28 score, Abington leading, with a scant few seconds of playing time remaining. Lopes of Plymouth then turned the hall into a bedlam by picking up a loose ball and scoring. Abington hopes were low until the referee, frantically blowing his whistle, declared the basket void because of traveling. The game had ended after the play, giving Abington the Kiwanis Trophy for the second time.

BASEBALL

With good weather for practice, the baseball team started early in the season. The team, having as a nucleus returning veterans Lindy Hanson, Dave Roan, Bill Spratt, Joe Post and Dick Lake, shaped up well in practice sessions. In addition to these men, Cox, Thayer and Slinger had gained experience last year. Spillaine, Anderson, Harper, and Morey are newcomers and make up the rest of the active squad.

After being rained out of two early season games, the club lost three close decisions, nevertheless displaying a good brand of baseball. The first defeat was at the hands of a strong Braintree nine. Hanson pitched good ball, but his team-mates could garner but one run from the opposition, while Braintree tallied three runs.

Whitman gained a victory over Abington by a similar score in the second game of the season. Two runs in the first inning put Whitman in the lead. Also in this inning Hanson accounted for Abington's lone tally on a hit by Roan. A Whitman run in the fourth ended the scoring. Hanson hit two for the Abington cause.

Abington, still in a losing streak, dropped a close one to Bridgewater. Abington overcame a Bridgewater one-run lead in the first by tallying in the fourth, with Post crossing the plate, but again dropped behind when Bridgewater scored in the fifth. Anderson smashed a home-run in the seventh only to have Bridgewater retaliate with another run in the same stanza. Neither team scored during the remainder, the score standing at 3-2.

Abington went into the cherished win column by walking over a hapless East Bridgewater club. The slaughter went for six innings, Abington scoring in all but the fourth. With no official score available, it can be safely stated that the score approached 21-2.

Oliver Ames also went down to defeat at the hands of Abington in a thodding contest. Oliver Ames started off with a bang by driving across five runs in the first inning only to have Abington retaliate with a similar number in the same chapter. Post, Hanson, and Roan cross the platter in the second inning to put Abington ahead 8-5. Oliver Ames, however, not to be outdone, tallied three runs in their half of the third and one more in the seventh after Abington had scored in the sixth, to knot the count at 9-9. Hanson decided the game for Abington by smashing a long home-run, ending the scoring at 10-9.

Abington dropped to the loss column again by dropping one to a powerful North Quincy nine. The home-town club could do nothing against Pitcher Barry of North Quincy who struck out 14 men. North Quincy scored two in the fifth and added one in the sixth and eighth to achieve victory.

Richard Morey, '46

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"Dark Eyes"	Virginia Chuilli
"My Dreams Are Getting Better All the Time"	Carolyn Christianson
"I'm Not the Same Old Me"	John Donnelly
"That Soldier of Mine"	Arlene Fafard
"Louise"	Alfred Frevold
"Smile Awhile"	Evelyn Gervais
"Rugged But Right"	Victor Gliniewicz
"He's a Right Guy"	James Griffin
"I Dood It"	Vincent Griffin
"Beautiful Dreamer"	Jane Cronin
"Somebody Loves Me"	Kathleen Cull
"A Pretty Girl"	Doris Dean
"Sparkle in Your Eyes"	Louise DeWitt
"A Little on the Lonely Side"	Madeline Doherty
"How Sweet You Are"	Harriette Januszezwska
"Prince Charming"	William Lynch
"Sweet and Low"	Phyllis MacPhelemy
"I'll Get By"	Ruth Hall
"You've Got to Be a Football Hero"	Charles Hanson
"Play, Fiddle, Play"	Patricia Haskins
"Sweet and Lovely"	Helen Holgerson
"Oh, Johnny"	John Jacob
"Mr. Five by Five"	Bernard Pietrowsky
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"I Want to Get Married"	Constance Redding
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"A Romantic Guy, I"	Noel Martin
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"Don't Ever Change"	June Mosher
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"Junior Miss"	Norma Simpson
"Little Curly Hair"	William Smith
"Lazy Bones"	George Snow
"What a Girl!"	Marjorie Snyder
"I've Got Rhythm"	William Spratt
"Small Fry"	Alicemay Stevens
"They Always, Always, Pick on Me"	Louis Tomes
"Speak Low"	Nina Thomas
"Happy Mood"	Irene Farnham
"Give Me the Moonlight, Give Me the Girl"	Robert Ward

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"In My Merry Oldsmobile"	Richard Wheatley
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"Take It Easy"	Pauline Sullivan
"Life Is Fine"	Kenneth Olson
"Swing Out to Victory"	Robert Payson
"How About a Cheer for the Navy?"	Gerald Welch
"Here Comes the Navy"	Harold Jefferson
	Jane Cronin, '45
	Jane Walsh, '45
	Patricia Haskins, '45

THE SAN FRANCISCO CONFERENCE

April 25, 1945 will always be a memorable day in the history of the world. It was the opening date of the San Francisco Conference. Delegates representing forty-six allied nations, which have been taking part in World War II, met to form a framework on which to build a peace after the conclusion of the war.

Many people have a mistaken impression that the present meeting is a peace conference, when in reality it is a discussion of the construction of plans whereby we can bring about a relationship between all nationalities which will make it an impossibility for any nation to plunge the world again into such a horrible and bloody tragedy as the present war.

There are many difficult problems to be discussed and settled at this conference, where representatives from both large and small nations are joined with the hope of bringing about a lasting and permanent peace.

The United States, Great Britain, and Russia are the three great powers, they have the greatest authority to speak. It is the hope of all peace-loving people that we shall follow President Truman's statement that the stronger nations must help and protect the smaller ones.

Poland presents one of the greatest problems. Although at the Yalta Conference it was agreed to allow only certain government representatives in Poland to be recognized, Russia would like us to recognize the Lublin Polish Government.

Secretary of State Stettinius is believed to be insistent on carrying out the agreements made at that time.

On the outcome of the San Francisco Conference hangs the fate of many future generations; whether the people of the world are to live in harmony and tolerance with each other or to repeat the mistakes of the past and sooner or later drag the world into the final war, final because it would destroy humanity.

Jane Walsh, '45

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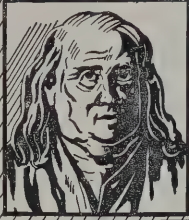
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